**Migration Unit**

**Twelve Days (2.5 Weeks)**

**Wendy Silvius**

AP Human Geography: meets Social Studies requirement for 11th graders, elective for 10th and 12th graders

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| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS**  *from* National Geography Standards  A. Identify areas where trans-border forced migrations have occurred and explain the effects on both areas (e.g., movements from Afghanistan into Pakistan, movements from central African nations, movements of Kurds among Turkey, Iran, and Iraq).   * Explain the potential effects of cross-border migration to an area that is not able to easily absorb an influx of people (e.g., increased demand for food production, shortages of fresh water, shortages of sanitation services, pressure on medical facilities).   B. Compare and explain the ways in which different groups and governments adjust to the departure and arrival of migrants, as exemplified by being able to:   * Describe the benefits and challenges migrants face in bridging cultures and adjusting to a new place (e.g., resolving conflicts between old and new traditions, resolving differences between rates of adjustment when children may learn the language and adjust faster than parents, resolving differences in access to food items and traditional cooking methods in a new place). * Compare the immigration policies of different countries and explain the reasons contributing to the development of these policies (e.g., shortage of workers, high unemployment rates, concerns about cultural differences).   *from* State of Ohio  2010 Academic Content Standards:  World Geography, Topic: Movement  People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment.Content Statements:  8. Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).  9. Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration). | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   1. Make connections between themselves and people in other places. 2. Develop critical thinking skills by asking relevant questions. 3. Understand that decisions made by people in the past have connections to decisions made by people today. 4. Evaluate the validity of myths and examine reasons why untrue myths persist. 5. Make a reasoned, evidence-based argument and cite textual information that is well-sourced. 6. Understand that nations create international law through supranational organizations like the United Nations. 7. Show empathy for people whose location and lives are very different from their own. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand…..*   1. 1. Identify reasons for and types of migration 2. 2. Describe the gravity model of migration 3. 3. Identify and analyze regions of dislocation, especially areas with high numbers of refugees. 4. 4. Describe the criteria for meeting refugee status and its foundation in international law. 5. 5. Evaluate the three major challenges faced by the UN today in meeting the goals of the 1951 UN Convention on the Status of Refugees 6. 5. Identify major flows of world migration both historic and current including a thorough understanding of the major flows of immigration into the U.S. 7. 6. Examine and develop a well- supported personal opinion on the issue of illegal immigration in the United States. | ESSENTIAL QUESTIONS   1. What are the most common push and pull factors driving migration patterns today? 2. How useful is the gravity model for predicting migration today? 3. Why do some regions produce more refugees than others? 4. Why do some countries/regions accept more refugees than others? 5. How do reasons for migrating to the U.S. in the 19th century compare to reasons cited by today’s migrants? 6. Why has immigration become a divisive political issue in the United States today? |
| ***Acquisition*** | |
| *Students will know…*   1. That the Gravity Model is the population of the first place times the population of the second place divided by the distance between them squared. 2. That migration is strongly related to political conflict and war, and high numbers of refugees have fled Afghanistan and Iraq since 2001. 3. That asylum is a status refugees can apply for and receive which entitles them to stay in the first place they are able to reach outside of their home country if there is some certainty there will be more persecution based on religion, ethnicity or some other identity-based reason. 4. The major migration flows into the U.S. since the late 1700’s. They will be able to name countries of origin and time periods of major streams. 5. The most common myths about illegal immigrants in the United States and the evidence that refutes their truthfulness. (SCLC) | *Students will be skilled at…*   1. Using the Gravity Model to predict the relative amount of migration between two places as compared to other places. 2. Analyzing online tools showing migration streams and identifying reasons for migration of the largest streams. 3. Answering a free response question based on a graph of major migration flows into the U.S. 4. Explaining their well-reasoned opinions about illegal immigration in the United States today in an online discussion board format after watching the video *Thirty Days,* and reading selected articles on the topic. 5. Identifying places on a world map where there are high levels of dislocation. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| |  | | --- | | 1. Identify, locate, give examples, illustrate, summarize, organize, compare, point out, paraphrase and compose.  2. Analyze, explain, interpret, compare, summarize, point out.  3. Apply, compare, analyze, infer, interpret, give examples, produce.  4. Consider, appraise, express.  5. Apply, demonstrate perspective, choose, display empathy, express, infer, compare.  6. Define, describe, explain, give examples, infer, illustrate, choose. | | TRANSFER TASK(S):  1. Personal Narratives Essay – Read three out of the six personal narratives in the packet you received. Write an essay explaining how the following terms from your textbook can be applied to the personal migration narratives of the migrants from Central America to Cincinnati: push/pull factor, intervening obstacle, refugee status, asylum, chain migration, kinship links. Evaluate migration between Central America and Cincinnati using the Gravity Model. See the rubric for assessment details.  2. Migration Streams & Counter Streams Analysis – Go to <http://peoplemov.in/#!> And choose five different migration streams to evaluate. Your group must submit a summary of your five streams and counter streams and the push/pull factors involved. Make sure to explain the reasons for the migration in both directions. Research each country as needed.  3. Immigration Myths Discussion Board, part I – After watching the episode of the television show “Thirty Days,” season 2, episode 1 you will participate in a discussion board via Blackboard. First, read through the “Immigration Myths Debunked” information from the Southern Christian Leadership Conference <http://www.tolerance.org/magazine/number-39-spring-2011/10-myths-about-immigration>. Second respond to the following prompt if you are a 1 or a 3: “There are various beliefs about immigration evident in America that do not prove to be true when the facts are examined. There are, however, reasons why Americans feel concerned about illegal immigration in the U.S. In your post, address concerns many Americans have about immigration that help to perpetuate myths about illegal immigrants. Explain at least one myth and reasons for the persistence of the myth despite the evidence.” If you are a 2 or a 4 please respond to someone else’s post by adding information you learned from the video or the reading.  4. Immigration Myths Discussion Board, part II – After our guests from Su Casa visit the classroom to talk about immigration myths and their frustrations with Americans’ perceptions and beliefs about illegals, please respond to the following prompt if you are a 2 or a 4, and respond to a classmate’s post if you are a 1 or a 3: “Now that you have met some illegal immigrants in person, describe two beliefs that you held prior to meeting them that have been challenge in some way. Even if you have not changed your opinion about illegal immigration in the legal or political sense, perhaps you have developed new empathy for illegals that you lacked before. Please describe your personal evolution on this topic.”  5. “God Grew Tired of Us” Service-Learning Connection - Students will learn about and discuss examples of culture clash and community-building across multiple scales and contexts. Using the pedagogy of service-learning, students can engage with community members to explore historical or contemporary interactions between immigrant groups and the local, regional, or national community, as well as impacts the immigrant groups have had on the cultural landscape. Students will apply their knowledge and understanding of migration, culture clash, and community-building to a local context by identifying a refugee or immigrant group within the local community or region and engaging with community members to raise awareness of the conditions, concerns, and contributions of that refugee or immigrant group. (We will partner with Comboni Missionaries for this service. <http://www.combonimissionaries.org/>.   * Our day of service will be a class field trip * We will watch the movie clips from “God Grew Tired of Us” and engage in class discussion about culture clash after viewing the relevant clip from the film before our service day. <http://education.nationalgeographic.com/education/multimedia/cultural-differences/?ar_a=1&ar_r=999> * Students will create a multi-media reflection on their service-experience and this unit in general in groups of three using Meograph: <http://www.meograph.com/>. * Students will be assessed on how well the reflection connects your service experience with concepts from the migration unit, the effectiveness of your communication and the professionalism evidenced in your work. You are required to explain what you have learned about cross-cultural communication and exhibit empathy for those who find themselves in a situation that requires them to become refugees. (See rubric)   6. Respond to the FRQ regarding the changing patterns of migration between Europe and the United States. Using push and pull factors, explain why Europe has changed from a source to a destination region for migration. Be specific in listing historic events that would constitute push and pull factors to explain the chart. | |
| List, define, recite, restate, give examples, illustrate, defend, summarize, interpret, generalize, choose, apply, solve, analyze. | OTHER EVIDENCE:  1. A quiz over the reading and notes presented in class. Study the vocabulary, the notes and the textbook. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction* | | |
| **Day 1:** Class begins with a journal prompt on push and pull factors. Students respond to the prompt, “Do you plan to return to Cincinnati after college graduation? List at least three factors that would cause you to want to live somewhere else, and list three factors that might cause you to want to return.” Students will receive direct instruction on push and pull factors around the world as well as migration vocabulary from the Migration power point. The “Personal Narratives Essay” is assigned for homework and is due in three days.  **Day 2:** Migration Streams & Counter Streams Analysis – Students are assigned a group to work with. Go to <http://peoplemov.in/#!> And choose five different migration streams to evaluate. Each group must submit a summary of their five streams and counter streams and the push/pull factors involved, making sure to explain the reasons for the migration in both directions. Students must research each country as needed. Summaries are due at the end of class.  **Day 3:** Students will view and analyze the refugee/dislocation map in the textbook at the beginning of class. There will be a short discussion to highlight major regions of dislocation around the world historically and today. Students will do quick research of the words asylum and refugee on their computers. Next, students go to <https://corkboard.me/aMyTdldhRz> and make a contribution to the each sticky note based on their research. They may not add redundant information. If their first idea was taken they must go back and do more research until they can add to the knowledge on the corkboard. Students should bookmark this corkboard or copy and paste the link above into their *Evernote* notes.  **Day 4**: First, the immigration anticipation survey is given to students. Second, there is a short class discussion aimed at gauging student opinions on immigration and illegal immigrants in the U.S. Third, students will watch the episode of the television show “Thirty Days,” season 2, episode 1 and participate in a discussion board via Blackboard. The prompt for the Blackboard discussion board is; “First, read through the “Immigration Myths Debunked” information from the Southern Christian Leadership Conference <http://www.tolerance.org/magazine/number-39-spring-2011/10-myths-about-immigration>. Second respond to the following prompt if you are a 1 or a 3: “There are various beliefs about immigration evident in America that do not prove to be true when the facts are examined. There are, however, reasons why Americans feel concerned about illegal immigration in the U.S. In your post, address concerns many Americans have about immigration that help to perpetuate myths about illegal immigrants. Explain at least one myth and reasons for the persistence of the myth despite the evidence. If you are a 2 or a 4 please respond to someone else’s post by adding information you learned from the video or the reading.” This is due before students return to class on the next class day. Posts must site information from reliable sources, including the one I assigned.  **Day 5:** A guest speaker from Su Casa will visit our class <http://www.catholiccharitiesswo.org/SuCasa/index.html>. Students will learn more about the immigrant population in Cincinnati, including illegal immigrants.  **Day 6:** Immigration Myths Discussion Board, part II – After our guests from Su Casa visit the classroom to talk about immigration in Cincinnati, immigration myths and their frustrations with Americans’ perceptions and beliefs about illegals, please respond to the following prompt if you are a 2 or a 4, and respond to a classmate’s post if you are a 1 or a 3: “Now that you have met some illegal immigrants in person, describe two beliefs that you held prior to meeting them that have been challenge in some way. Even if you have not changed your opinion about illegal immigration in the legal or political sense, perhaps you have developed new empathy for illegals that you lacked before, or gained a new perspective on the issue. Please describe your personal evolution on this topic.” This is followed by a class discussion and then direct instruction (Migration power point) with any time remaining.  **Day 7:** Direct instruction on the United States immigration history using the Migration power point. In-class writing activity - respond to the FRQ regarding the changing patterns of migration between Europe and the United States. Using push and pull factors, explain why Europe has changed from a source to a destination region for migration. Be specific in listing historic events that would constitute push and pull factors to explain the chart.  **Day 8:** Class begins with direct instruction on the history of Sudan and the conflict that spurred the refugee crisis they are about to explore in depth. Students will then return to the corkboard <https://corkboard.me/aMyTdldhRz> and review the knowledge the class compiled on the subjects of refugees and asylum. There is an additional sticky note added on the topic of culture clash. Students will watch video clips from the movie “God Grew Tired of Us” <http://education.nationalgeographic.com/education/multimedia/cultural-differences/?ar_a=1&ar_r=999> which tracks the journeys of Sudanese “lost boys” as they leave their camps in Kenya and are resettled in the United States. While the video plays students will make notes on the sticky note about cultural clashes that occur for the refugees in their new environment. A brief class discussion on culture clash will follow.  **Day 9:** Service-Learning Connection - Using the pedagogy of service-learning, students can engage with community members to explore historical or contemporary interactions between immigrant groups and the local, regional, or national community, as well as impacts the immigrant groups have had on the cultural landscape. Students will apply their knowledge and understanding of migration, culture clash, and community-building to a local context by identifying a refugee or immigrant group within the local community or region and engaging with community members to raise awareness of the conditions, concerns, and contributions of that refugee or immigrant group. We will partner with Comboni Missionaries for this service. <http://www.combonimissionaries.org/>. Our day of service will be a class field trip   * During our next class students will create a multi-media reflection on their service-experience, and this unit in general, in groups of three using Meograph: <http://www.meograph.com/>. Students should bring a digital camera with them to their service site, if available. I will be taking pictures throughout the day and will upload those onto a photo-sharing site for their use in their final project.   **Day 10:** Work on the Meograph. Students will be assessed on how well the Meograph reflection connects the service experience with concepts from the migration unit, the effectiveness of their communication, and the professionalism evidenced in their work, using a rubric. They will be required to explain what they have learned about cross-cultural communication and exhibit empathy for those who find themselves in a situation that requires them to become refugees. The Meograph should be finished for homework.  **Day 11:** Meographs due. Class time will be used to complete the direct instruction on the Migration Unit and review for the quiz. A practice quiz will be available on Edmodo and students will have time to ask questions.  **Day 12:** Migration quiz. | | |